

**IMPROVING STUDENTS' SPEAKING SKILL BY IMPLEMENTING  
PROBLEM BASED LEARNING (PBL)**

**(An Action Research at the Seventh Grade Students of SMP Negeri 1 Jiken  
in the Academic Year 2012/2013)**



By:  
**Eva Rosalina**  
X 2211020

**A THESIS**

**Submitted to Teacher Training and Education Faculty of  
Sebelas Maret University to Fulfill One of the Requirements for Achieving  
the Undergraduate Degree of Education in English Department**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
SEBELAS MARET UNIVERSITY**

**SURAKARTA**  
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**2013**

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I would like to certify that the thesis entitled “**IMPROVING STUDENTS’ SPEAKING SKILL BY IMPLEMENTING PROBLEM BASED LEARNING (PBL) (An Action Research at the Seventh Grade Students of SMP Negeri 1 Jiken in the Academic Year 2012/2013)**” is really my own work. It is not plagiarism or made by others. Everything related to others’ works are written in quotation, the sources of which are listed on the bibliography.

If then, the pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, July 2013

Eva Rosalina

### APPROVAL OF CONSULTANTS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

Day : Monday

Date : July, 22<sup>nd</sup> 2013



First Consultant,

Second Consultant,

Drs. Martono, M.A

NIP 19600301 198803 1 004

Drs. A. Dahlan Rais, M. Hum

NIP 19510326 198303 1 002

*commit to user*

### APPROVAL OF THE BOARD OF EXAMINERS

This thesis has been examined by the Board of Examiners of the English Department of Teacher Training and Education Faculty of Sebelas Maret University to fulfill one of the requirements for obtaining the Undergraduate Degree in English Education.

Day : Wednesday

Date : July, 31<sup>st</sup> 2013

Board of Examiners :

1. Chairperson :

Endang Setyaningsih, S. Pd, M. Hum  
NIP 19800513 200312 2 002

2. Secretary :

Drs. Suparno, M. Pd  
NIP 19511127 198601 1 001

3. Examiner 1 :

Drs. Martono, M.A  
NIP 19600301 198803 1 004

4. Examiner 2 :

Drs. A. Dahlan Rais, M.Hum  
NIP 19510326 198303 1 002

Signatures:

()  
()  
()  
()

Teacher Training and Education Faculty  
Sebelas Maret University  
The Dean,



Prof. Dr. H. M. Furqon Hidayatullah, M. Pd  
NIP 19600727 198702 1 001



## ABSTRACT

Eva Rosalina. X 2211020. **IMPROVING STUDENTS' SPEAKING SKILL BY IMPLEMENTING PROBLEM BASED LEARNING (PBL) (AN ACTION RESEARCH AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 1 JIKEN IN THE ACADEMIC YEAR 2012/2013).** Teacher Training and Education Faculty, Sebelas Maret University. Surakarta. 2013.

This research is a classroom action research. The objectives of this research are to find out whether the use of Problem Based Learning can improve students' speaking skill and to describe the classroom situation when Problem Based Learning is applied to teach speaking in the English class of the seventh grade of SMP Negeri 1 Jiken.

This research was carried out in 7 C class of SMP N 1 Jiken. The procedures of the research consist of planning, action, observation, and reflection. In this research, the writer was the practitioner who implemented Problem-based Learning in teaching learning process. The data are in form of qualitative and quantitative data. The quantitative data are taken from the test conducted before and after the actions are implemented. The qualitative data are taken from the result of observation done by the observer while the actions are being carried out.

In this research, the writer found that the implementation of Problem-based Learning can improve students' speaking skill. The improvement can be seen from accuracy and fluency aspect. Accuracy aspect covers grammar, pronunciation, and vocabulary aspect. Before conducting the research, the students have difficulties in those aspects, but after conducting the research the students show the improvement. The improvement covers: 1) the students' difficulty in using grammar decreased; 2) the students' difficulty in pronouncing the English words decreased; 3) the students' vocabulary mastery increased; and 4) the students' speaking fluency improved. The improvements could be seen on students' performance during teaching and learning process. The result of this research showed that by implementing Problem-based Learning had improvement score from pre- test, post- test I and post- test II. The mean score in pre- test was 49.17 and post- test I was 65.53. While in the post- test II, the score increased up to 75.61. Thus, the result of the research shows that the implementation of Problem-based Learning can improve students' speaking skill.

The classroom situation also improved when PBL implemented in class VII C and the improvements are: 1) the classroom situation was more conducive; 2) the students' participation and concentration towards the lesson were increasing and the students' participated actively in the activities during the lesson; 3) the students were more confident to speak up in front of the class; 4) the students became more active in speaking class because they worked together with their friends to solve the problem.

Keywords: Speaking Skill, Problem-based Learning

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## MOTTO

**BE YOURSELF**

**ACCEPT YOURSELF**

**VALUE YOURSELF**

**FORGIVE YOURSELF**

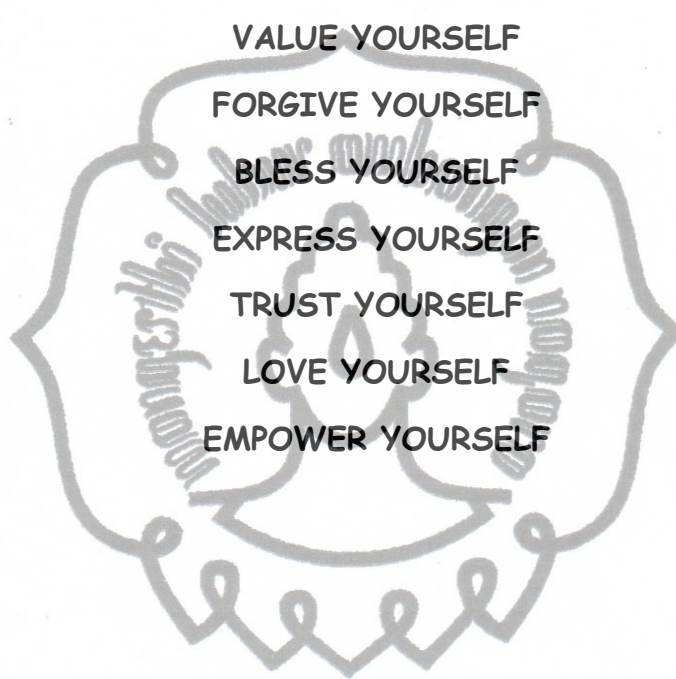
**BLESS YOURSELF**

**EXPRESS YOURSELF**

**TRUST YOURSELF**

**LOVE YOURSELF**

**EMPOWER YOURSELF**



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## DEDICATION

To:

My beloved Mom Kiswati and Dad Rusgiyono,

My beloved Grandpa Moh. Taslim (Alm.) and Grandma Siti Murni,

My elder sister Evi Uswatun Khasanah.



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Alhamdulillahirobbil'alamin, First and foremost, the writer is sincerely grateful to Allah SWT for the blessing, strength, and inspiration so that she could complete this thesis.

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2. The head of the Art and Language Education.
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5. Drs. A. Dahlan Rais, M. Hum, the second consultant, for his advice, suggestion, encouragement and patience.
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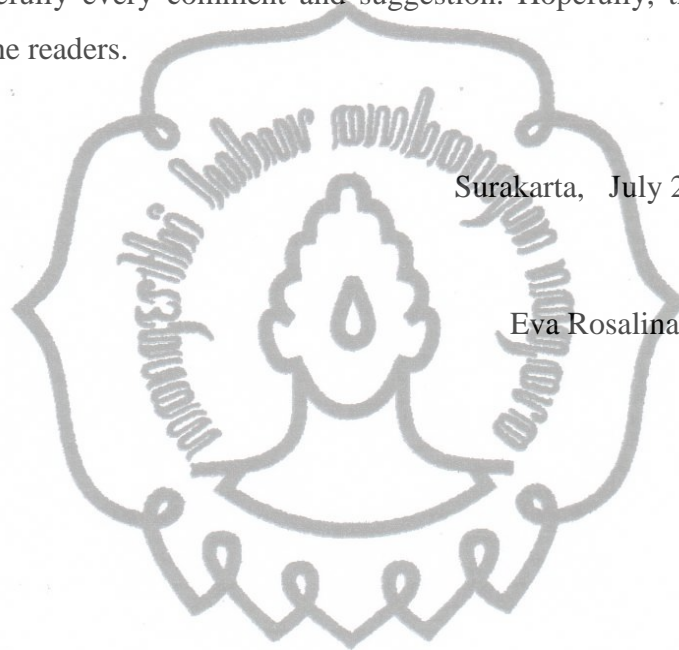


11. At last, the writer would like to thank to all her friends everywhere who have given support to her. Especially for her friends in Andita's Boarding House and thanks so much to all friends of English Education Department 2011 for being her family in university grounds.

The writer realizes that this thesis is still far from being perfect. She accept gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, July 2013

Eva Rosalina



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